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ABSTRACT

The Research About Teacher Education (RATE) project is an ongoing data collection effort to establish a reliable database about institutions of higher education where teachers are prepared, and about the faculty, students, and programs at these institutions. This RATE study is based on a survey of 91 heads of schools, colleges, and departments of education (SCDEs) and 388 teacher education faculty, and on institutional data concerning 91 schools of education. The study investigated changes in the responsibilities of teacher education methods faculty over time, relationships with P-12 schools, relationship of preservice programs to school reform, education heads' perceptions of SCDE contributions to reform in P-12 schools, progress in teacher education reform, and institutional arrangements to enable collaboration. The study found that about 80 percent of faculty and 80 percent of deans were involved in P-12 schools on a regular basis. Most of that time was spent on traditional functions such as supervising student teachers and providing school-based professional development. There appeared to be considerable initiative taken in SCDEs to pursue these relationships. The majority of faculty and deans reported an increased willingness to engage in cooperative ventures with schools over the past 5 years. The lack of resources to support initiatives in P-12 schools was acknowledged. Most relationships with P-12 schools tended to be negotiated on an individual faculty basis. Appendices list participating institutions and members of the RATE Research Team. (JDD)

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Teaching Teachers—*Relationships with the World of Practice*

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RATE VIII:
Teaching Teachers—*Relationships with the World of Practice*

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This eighth annual RATE report is first and foremost the result of the excellent cooperation of 88 schools, colleges, and departments of education (SCDEs); the deans or heads of these SCDE; and the teacher education faculty and students therein. Completion of the RATE surveys calls for considerable time and effort. In addition, institutional context and background data are collected as well. Without the widespread involvement and support of these many individuals the study would simply not be possible. The names of the participating institutions are listed in Appendix A.

The RATE research team also contributes many hours each year to the project. Their names and titles are listed in Appendix B. Members include Richard Arends, Central Connecticut State University; Gary Galluzzo, University of Northern Colorado; Ken Howey, The Ohio State University; Sam Yarger, The University of Miami; and Nancy Zimpher, The Ohio State University. This team has been with the RATE project since its inception a decade ago.

The College of Education at the Ohio State University has most recently served as the location for RATE data collection and analysis. Nancy Zimpher, the dean of the College of Education, deserves mention for her generous support of the project. Ken Howey currently coordinates all aspects of the project, including the editing of RATE VIII. Sam Yarger and Gary Galluzzo previously coordinated the project. Dr. William Loadman and Bret Barnard at Ohio State have assisted with sampling, data entry, and data anlysis. Sue Gabel at the same institution has contributed greatly to the preparation of the manuscript.

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INTRODUCTION AND METHODOLOGY

For the past several years a team of researchers, working under the auspices of the American Association of Colleges for Teacher Education (AACTE), has been studying teacher education programs in the 700-plus institutions that make up the Association's membership. Known as the Research About Teacher Education (RATE) study, the project annually surveys a random sample of institutions differentiated by strata (bachelor's degree only institutions, institutions offering graduate degrees but not doctorates, and doctoral degree institutions). This study has produced information on over 4,000 teacher candidates and faculty at approximately 250 teacher education programs. This current report focuses on work conducted during the eighth year of data collection. In this eighth year, the study examined the myriad relationships that SCDEs have with P-12 schools and other interested stakeholders in education and teacher education.

The purpose of the RATE project is to collect reliable and accurate information about institutions of higher education where teachers are prepared and about the teacher education faculty, students, and preservice programs within these institutions. The data reported in this monograph were taken from three sources. First, questionnaires were designed for the head of the SCDE (usually a dean); second parallel questionnaires were developed for up to five methods faculty, or less if there were less than five methods faculty at the institution. The methods faculty were randomly selected at each institution. Finally, institutional data were collected by campus-based research representatives who were trained by the RATE research team at the 1993 AACTE Annual Meeting. Each research representative was given a *Research Representatives Manual* in which the desired data and data collection methods were specified.

Instrumentation

A considerable amount of time and effort each year go into the design and development of the questionnaires and the data collection protocol used by the institutional researchers. The RATE research team draws from several previous investigations as well as an analyses of current trends and issues in teacher education in designing these data collection instruments. This year, for example, items were generated to examine professional development or partnership schools and those P-12 educators assuming different roles in preservice teacher education. In an effort to design questionnaires that retain the attention of the respondents, faculty and student questionnaires typically require 25 to 30 minutes to complete. Each year a set of core items is retained to allow for some cross-sectional analysis over time. Additionally, new items are added to allow for a more in-depth examination of the specific program or program features under study. The institutional protocol requires more time and specific directions for an institutional researcher as much of the data sought is often not easily accessible. All other aspects of the study, including the development of the *Research Representatives Manual*, the training session, and the delivery and retrieval of the questionnaires remain the same. Data were analyzed using the Statistical Analysis System (SAS). The data in this report are descriptive and are reported using measures of central tendency and cross-tabulations by category or interval.

Sampling

This year 130 AACTE institutions were randomly sampled. Ninety-one of these institutions returned data for a response rate of 70%. The names of these institutions are alphabetically listed in Appendix A. Ninety-one of the deans or heads of institutions also responded as did 81 institutional researchers. In addition, almost 400 teacher education faculty (N=388) completed the faculty questionnaires. These faculty were randomly sampled at each institution from among those individuals whose primary instructional responsibilities were either general or subject-specific methods of education. If there were less than five methods faculty, all individuals who primarily taught methods courses were asked to respond.

The original institutional stratification employed in the RATE study (bachelor's only degrees, master's degrees, and doctoral degrees) increasingly reflects different numbers of institutions in these strata because of the diminishing number of bachelors only SCDEs and the growing number of SCDEs now offering some type of graduate work, especially for experienced teachers. Thus, in this year's sample we were only able to obtain but 14 responses from bachelors only institutions, but 52 from the masters degree strata, as several of these latter SCDEs had originally been designated bachelors institutions before examination of data revealing new graduate programing. Twenty-five doctoral degree-granting institutions also responded to the RATE VIII survey.

INSTITUTIONAL DATA

This section of the report draws from two data sets collected from RATE VIII survey questionnaires completed by 91 responding institutions. As indicated, this constituted a response rate of 70% from a randomly drawn sample of 130 SCDEs having membership in the American Association of Colleges for Teacher Education (AACTE). The first data set describes the nature of the institutions in the study and was developed from the Institutional Questionnaire. This questionnaire was completed by an institutional representative (N=81) who was prepared by the RATE research team to gather various types of institutional data. The second data set in this section reports the perceptions that faculty (N=388) and deans or heads of education units (N=91) held about the quality of various aspects of their teacher education programs. These data were derived from questionnaires completed by the dean or unit head at each institution in the study and also by a sample of up to five methods faculty at each institution participating in the study.

Institutional Context

Educational units that prepare teachers in the United States vary greatly and are distributed across a wide range of institutions. In the RATE studies we have used the following five categories to describe the historical traditions of the institutions in the sample: public land grant, public non-land grant, independent liberal arts, church-related liberal arts, and private university. We also have categorized institutions in the sample into three types according to the type of degrees conferred on graduates in education:

- Stratum I: Institutions that offer only the baccalaureate degree in education
- Stratum II: Institutions that offer baccalaureate, master's, and six-year programs in education, and
- Stratum III: Institutions that offer baccalaureate, master's, and doctoral programs in education.

Table 1 shows the historical traditions and types of the 91 institutions that completed this portion of the Institutional Questionnaire in the 1993 RATE study.

Table 1
Historical Tradition of Institutions that House Teacher Education

Type	Public Land Grant	Public Non-Land Grant	Independent Liberal Arts	Church-Related Liberal Arts	Private University	Other	Total
Stratum I	0	3	4	3	1	0	11
Stratum II	7	20	4	10	4	2	47
Stratum III	9	9	1	3	1	0	23
Total	16	32	9	16	6	2	81

Source: AACTE, RATE VIII Institutional Survey, 1993.

As can be observed in Table 1, the largest proportion of institutions in the 1993 RATE sample were public non-land grant, followed by public land grant and church-related liberal arts. Fourteen institutions were classified as Stratum I, 52 as Stratum II, and 25 as Stratum III. Institutions that house educational programs also vary significantly in size. Table 2 shows the size by institutional type of the 1993 sample.

Table 2
Mean Enrollment in Institutions that House Teacher Education

	Undergraduate Students	Graduate Students
Stratum I (N = 11)	1,786	98
Stratum II (N = 47)	4,968	802
Stratum III (N = 22)	16,278	4,142

Source: AACTE, RATE VIII Institutional Survey, 1993.

These enrollment patterns, overall, are similar to the previous RATE samples with the exception that several Stratum I institutions are now showing a significant postbaccalaureate or graduate population not previously observed. As would be expected, the Stratum III institutions are significantly larger overall than their Stratum I and II counterparts and also have very large graduate enrollments.

Just as institutions vary in overall size, so too do the education units. Table 3 compares the average enrollments in the education units of the three types of institutions.

Table 3
Mean Enrollment in Education Units

	Undergraduate and Post-B.A. Students	Graduate Students
Stratum I	259	35
Stratum II	788	278
Stratum III	1,424	821

Source: AACTE, RATE VIII Institutional Survey, 1993.

Inspection of these data leads to similar conclusions about overall institutional enrollments. Stratum III institutions have over twice as many students enrolled in their educational programs as do Stratum I and II institutions and a much larger proportion of Stratum III students are graduate students as well.

Table 4 shows the proportion of institutions in the RATE VIII sample that reported that they are accredited by NCATE.

Table 4
Institutional Affiliation with NCATE

	NCATE Accredited		Non-NCATE Accredited	
	N	%	N	%
Stratum I	6	54.6	5	45.4
Stratum II	32	61.1	15	31.9
Stratum III	20	87.0	3	13.0
Total	58	71.6	23	28.4

Source: AACTE, RATE VIII Institutional Survey, 1993.

Overall, a little more than seven in 10 (71.6%) of the institutions in the sample reported that they were NCATE accredited. Fewer (54.6%) Stratum I institutions were NCATE accredited as compared to Stratum II institutions (61.1%). Eighty-seven percent of the Stratum III institutions were NCATE accredited. Thus, there are obvious differences in the percentage of accredited institutions across institutional strata and this could be related to the ability, or perceived ability, to bear the cost of accreditation.

The 1993 RATE Institutional Questionnaire asked institutional representatives to report racial composition of students enrolled in teacher education programs. The proportion of minority teacher candidates is somewhat larger (17%) in Stratum III institutions as compared to Stratum II and III institutions where enrollments of minority teacher candidates are 12% and 8% respectively. These percentages overall are slightly higher than those reported in earlier RATE studies.

The percentage of tenure-line faculty from historically underrepresented populations ranged from about 3% in Stratum I institutions to almost 11% in Stratum II institutions, with Stratum II institutions reporting about 8%. Unlike teacher candidates, where a larger proportion of minority students were found in Stratum I institutions, most minority faculty members were located in Stratum II and Stratum III institutions.

Deans' and Faculty's Perceptions of Quality Indicators of Teacher Preparation Programs

On the faculty and dean or unit head questionnaire, respondents were asked to make judgments about selected features of their institution's teacher preparation program. Specifically they were asked to judge:

- overall program quality
- need for further development
- overall faculty quality
- ability of their academic unit to recruit faculty
- ability of their unit to monitor effective teaching
- adequacy of their graduates to teach at entry-level positions
- adequacy of their graduates to teach at-risk students

Responses to these questions are shown in Table 5 and comparisons are made between the responses of deans and faculty.

Table 5
Perception of the Quality of Teacher Preparation Programs by Education Heads and Methods Faculty

		Faculty (N=384)		Deans (N=84)	
		Mean	%	Mean	%
(25)	Overall program quality	4.1	88.3	4.1	88.1
(26)	Further development needed	3.4	42.4	3.7	55.8
(27)	Overall faculty quality	4.2	86.7	4.1	88.4
(28)	Ability to recruit faculty	3.6	60.1	3.9	73.8
(29)	Monitor effective teaching	*		3.7	66.2
(31)	Prepared to teach	4	76.4	4.1	85.2
(32)	Prepared to teach at-risk	3	26.0	3.2	37.7

Scales

Items #25, 27, 29	Item #26	Item #28	Items #31, 32
5 = Outstanding	5 = A Great Deal	5 = Always	5 = Extremely Well Prepared
4 = Good	4 = A Good Deal	4 = Often	4 = Well Prepared
3 = Average	3 = Some	3 = Sometimes	3 = Adequately Prepared
2 = Marginal	2 = Very Little	2 = Seldom	2 = Marginally Prepared
1 = Poor	1 = None	1 = Not At All	1 = Inadequately Prepared

*Question 29 was not answered by faculty.
Source: AACTE, RATE VIII SCDE Unit Head and Methods Faculty Surveys, 1993.

As can be observed in Table 5, overall a very high percentage of the deans and of faculty rated particular features of their education programs in the top two categories (outstanding or good) on the 5-point Likert scale. This generally positive response was similar to the responses about the preparation of graduates to work in an entry-level position. Responses were less positive, however, in regard to graduates' readiness to work with at-risk students. Overall, deans and unit heads were a bit more positive in their judgments than were faculty. This was particularly true on questions of faculty recruitment and preparation of graduates. Also, overall faculty members in Stratum I institutions were more positive in their responses than were their counterparts in Stratum II and Stratum III institutions. This pattern has been consistent across the eight years of RATE studies. The least positive rating by both heads and methods faculty and across all three types of institutions was in terms of their teacher education graduates' ability to work with at-risk students.

TEACHER EDUCATION METHODS FACULTY

Background

Three hundred and eighty-eight individuals, from 91 different institutions, whose primary instructional responsibility was teaching methods courses, comprise the faculty sample for this eighth annual RATE study. Slightly more institutions (91) had the unit head and faculty respond than did those who had an Institutional Researcher (IR=85) collect and report specific institutional data. Again, the institutions were stratified by level of degree offered and randomly drawn from a list of AACTE membership institutions.

Over one-half (52.3%) of the sample was at the rank of professor, another almost 40% (38.5%) was at the rank of associate professor. This left less than 10% (9.1%) of the sample at the rank of assistant professor. Slightly over 60% (60.3%) of the sample were females. Ninety-three percent of the responding faculty members were Caucasian, with African American (4.5%) comprising most of the remaining respondents in the study from historically underrepresented populations.

As more than nine in 10 faculty in this sample had been promoted, they are understandably an experienced group of teacher educators averaging almost 11 years at their present institution and 14 total years in higher education. Their median age was 48 years, with a range in age from 28 to 69 years. A little over 200(206) of the methods professors reported having prior experience at the elementary school level. However, almost that number (194) reported middle or secondary school experience. Their elementary teaching experience averaged a little over six years (6.1 years) and the middle/secondary experience a little less than that (5.5 years). Perhaps most telling, however, is that on the average it had been 15 years since these methods professors taught full time in an elementary or secondary school; this is wholly consistent with the years of experience they report having in the higher education context.

Change in Responsibilities Over Time

Methods faculty were asked to report changes, if any, in their commitment of time to a variety of activities over the last five years (or the amount of time they were a professor, if less than five years). The RATE VIII study was interested especially in the variable of time as it pertains to P-12 school-related activities. Table 6 reports whether changes have transpired relative to different faculty responsibilities.

Table 6
Faculty Perceptions of Change in Their Allocation of Time to Responsibilities

	Considerably or Somewhat Less Time	No Basic Change	Somewhat or Considerably More Time
Planning for instruction and teaching	37.1	32.4	30.5
Counseling, advising, and socializing students	13.7	33.0	53.3
Supervision of student teachers	21.6	45.9	32.5
Scholoarship	31.8	34.2	33.9
Service to professional organization	22.1	43.9	34.0
Administration, internal governance	10.9	35.4	53.7
Working in K-12 schools	18.9	46.8	34.5
Teacher preparation and program development	5.6	32.5	61.9
Consulting	26.9	49.6	23.5
Collaborative research with those in P-12 schools	17.5	54.9	27.6

Source: AACTE, RATE VIII Methods Faculty Survey, 1993.

The data herein show considerable variability within and across institutions but there are patterns, nonetheless. About a third of the teacher educators report more time expended across each of the categories; but the most common response is that no basic change occurred during this interval of time. There was one exception. Over six in 10 of the faculty respondents (61.9%) reported that more time is given over to the design and development of programs of teacher education and to the corresponding

administrative and governance functions (53.7%) that accompany formalization of these changes. In terms of school-related functions, it was noted that a higher percentage of respondents indicated that their time increased relative to student teaching supervision, working in P-12 schools generally, and specifically in engaging in joint research and development with school personnel. Thus, the trend, as many faculty perceived it, was not only a greater commitment of time to their responsibilities but time given over to teacher education program development and related P-12 school activities.

Relationships with P-12 Schools

The methods faculty in the sample were queried relative to the extent that personnel in P-12 schools sought them out personally to assist in school reform and restructuring initiatives. About four in 10 (38.9%) reported that this occured not at all or very little; approximately another third (36.0%) reported that this happened occasionally, and only one in four reported that this happened a good or great deal of the time. The responses were similar, although the percentages somewhat higher, when the same question was raised relative to their beliefs about their faculty colleagues being solicited by those in P-12 schools. About three in 10 (30.4%), rather than one in four, reported a good or great deal of solicitation of their colleagues by those in P-12 schools.

It appears then that most methods faculty initiated their school-related endeavors, as better than four in five teacher educators (81.0%) reported that they regularly work with one or more P-12 schools; a much higher percentage than those who were solicited. These faculty members were asked to estimate the number of hours per month over the last academic year that they engaged in a variety of school-related functions including: supervising student teachers, teaching P-12 students, providing professional development for experienced teachers,engaging in both their own scholarly inquiry and that jointly negotiated with P-12 school personnel, assisting with school reform and restructuring and, finally, working in a follow-up capacity with first-year teachers. While there was a considerable range and variability across the sample from almost no time by some in schools to basically all of their time in school for others, model responses suggested about 27 hours a month, or the better part of a day a week, spent by methods faculty in school settings. By far and away the most common function during these times was working with student teachers (17.2 hours) followed by assisting experienced teachers in professional development activities (6.8 hours). Obviously, there were differences across institutional type with those faculty in research institutions spending increased time in research and development and those where research was not a priority spending more time with student teachers and with some staff development for experienced teachers. While it has been some time since methods faculty taught full time in a P-12 school, the majority of this sample reported that they occasionally teach elementary or secondary youngsters while working in those schools.

One in five of the respondents (20.3%) reported that they had a specific assignment in a cooperatively sponsored professional development, partnership, or so designated school. The 20% of the sample who had such an assignment were queried further about the conditions attached to this responsibility. About a third of them had a mailbox in the P-12 school but only one in 10 had or shared a desk or office space in a P-12 school or had a regular assignment for teaching elementary or secondary youngsters. Thus, overall only about 2% of the sample have a regular P-12 teaching assignment. It is interesting to note that a much higher percentage of education heads or deans (50.0%) reported that they were regularly engaged in a specifically designated school. It appears that many chief institutional representatives believe that they must take an active and visible role themselves in promoting new and strengthened relationships with schools.

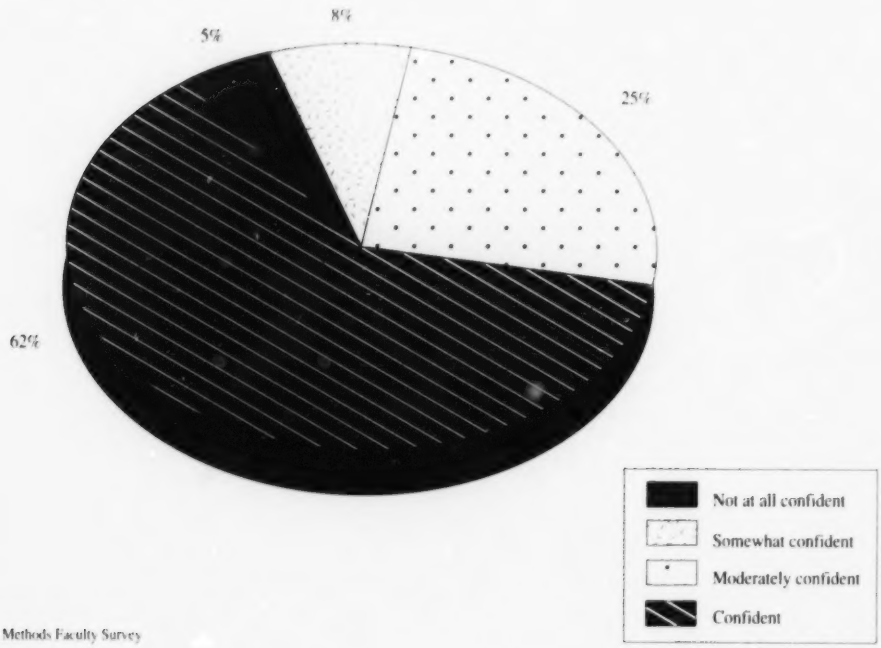
Given that the great majority of methods faculty were fairly active in P-12 schools, they were further asked how they would characterize the responsibilities of teachers in those settings today, contrasted with when they last taught (on the average 15 years ago). More than three-fourths (79.3%) of them reported that teaching today is either more or much more difficult. This was consistent with the views of education heads. Despite their view that teaching is more difficult, one-fourth of the sample (25.7%) reported that they were confident that they could be effective as a full-time P-12 teacher today, and a whopping six in 10 (61.8%) were very confident of their ability to take on these responsibilities; responses that many would not expect. These data are represented in Figure 1.

Given a list of common conditions and activities associated with reform and restructuring in P-12 schools, the methods faculty were also asked to rate their ability to assist prospective elementary or secondary teachers in these regards. Figure 2 shows how faculty responded in terms of their ability to assist novice teachers.

As can clearly be seen, methods faculty members were not only confident of their ability to teach in a P-12 setting themselves, they were quite confident of their abilities to assist prospective teachers in regard to contemporary changes occurring in schools. Relatively high percentages of able or extremely able were recorded in each category--up to 90% for assisting with integrated curriculum, for example. The exception was technology-based learning. Here only a slight minority (49.4%) reported that they were able or extremely able. There was also a sizable minority of the methods faculty reporting limitations in terms of being able to assist with outcomes-based assessment and site-based decision making, but overall the responses suggested considerable confidence by methods faculty in their ability to address these topics and assist prospective teachers relative to them.

FIGURE 1

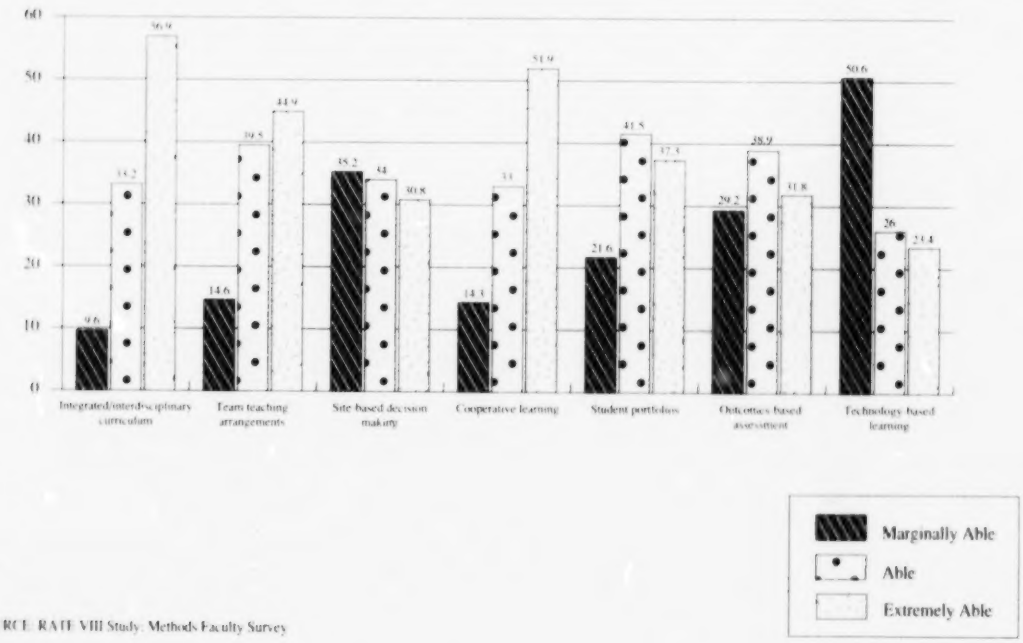
Methods Faculty Perceptions of Ability to Teach in a K-12 Classroom



SOURCE: RATE VIII Study: Methods Faculty Survey

FIGURE 2

Methods Faculty Perceptions of Their Ability to Assist K-12 Teachers with School Reform Priorities



SOURCE: RATE VIII Study: Methods Faculty Survey

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Preservice Programs and Their Relationship to School Reform

The same set of questions was raised relative to the overall ability of a program or the faculty collectively to assist prospective teachers. The responses here were similar to the individual responses but slightly higher, as one would expect. Only in the case of site-based decision making were the percentages lower, with only about four in 10 (41.9%) indicating that collectively they were able or extremely able, or points 4 and 5 on a 5-point scale. Deans or education heads who responded to this same set of questions were slightly more positive in each category in terms of their overall faculty abilities, with the exception again of outcomes-based assessment and technology-based learning; here, collective capacity was more commonly viewed as moderate to marginal.

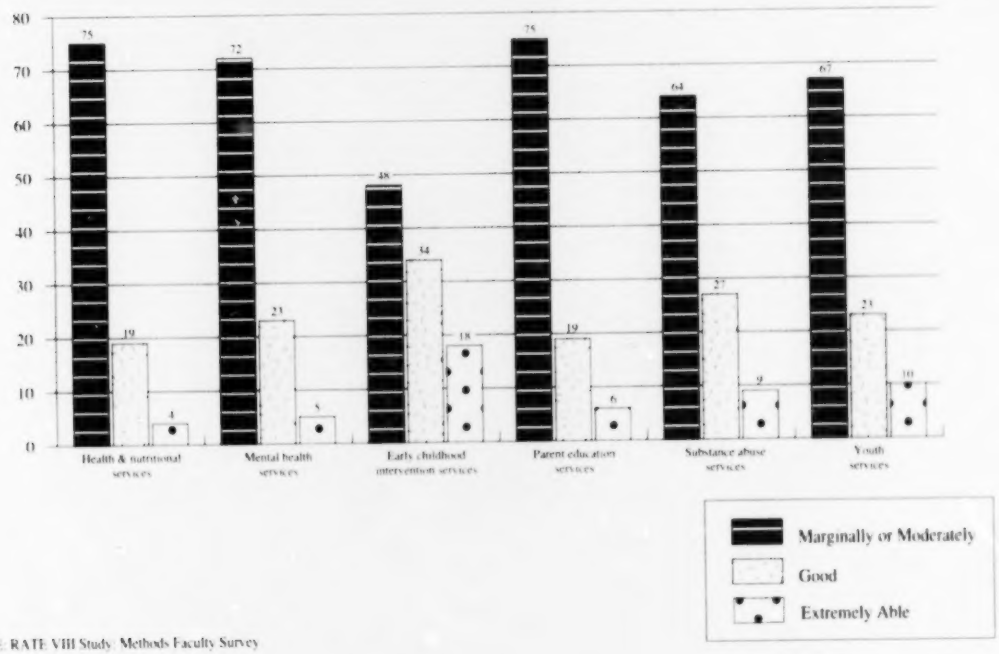
An emerging trend in many larger urban districts is to align a range of health, family, and social services with resources provided by schools and to offer an integrated human services program to youth and their families. In Figure 3, faculty perceptions of the extent to which understandings about these services and resources were formally addressed in the preservice preparation of teachers were recorded.

As Figure 3 illustrates, the great majority of faculty respondents did not believe that what is afforded by various youth and family services in most communities was addressed well in the preparation of their beginning teachers. With the exception of early childhood interventions, from two-thirds to three-fourths of the faculty reported these services were addressed only marginally or moderately, and in several instances not at all. This pattern of responses was very similar to that of the deans and heads of education, lending more credence to the lack of attention to youth and family services in preservice teacher preparation.

Faculty members were asked about the willingness of elementary and secondary schools to cooperate with them in their teacher preparation efforts at this time as contrasted with five years ago or the amount of time they had been at the institution, if less than five years. Almost half (48%) of them responded that P-12 school personnel were more willing now to cooperate and another 40% reported that they were as willing as in the past. It appears there was a readiness on the part of P-12 school personnel to work with those in SCDEs. Methods faculty also responded to specific ways in which they perceived P-12 school personnel as contributing to their agenda. The categories included: recruitment of prospective teachers, supervision of student teaching and early field experiences, assistance in the design and development of teacher education programs, instruction of prospective teachers, joint proposal development, and collaborative research. The percentage of faculty responding that there was a good or great amount of contribution by those in P-12 schools was low with the exception of the supervision of early field experiences and student teaching.

FIGURE 3

Faculty Perceptions of the Extent Human Services are Addressed in Preservice Preparation



SOURCE: RATE VIII Study: Methods Faculty Survey

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- More than nine in 10 (91.3%) indicated considerable support in the supervision of early field experiences and student teaching .

- About one in seven faculty reported a good or great amount of help from their school colleagues with proposal development.

- One in four indicated considerable assistance with program design and the formal instruction of preservice teachers

- Approximately one in three reported assistance by their school colleagues with the recruitment of prospective teachers.

The fact that one in four faculty reported assistance with program design and teaching appears surprisingly high. Nonetheless, when these data were examined in terms of parity it appeared from the vantage point of those in the teacher education community that they contributed more to P-12 school reform than their colleagues in school similarly contributed to teacher education. This historically has been the expectation. On the other hand, the view that one in four teachers and administrators contributed to program redesign and instruction--although the range and quality of each was not clear--suggested some considerable investment by those in P-12 schools in initial teacher education as well.

The deans or education heads were even more positive in their view of P-12 school contributions, which could be attributed to the fact they often were more aware of activities across the SCDE than were individual faculty members. Over 40% of the education heads reported a good or great amount of assistance with recruitment of prospective teachers and the redesign of initial preparation programs and about a third reported substantial contributions to the instruction of preservice teachers by P-12 school personnel.

SCDE mission and capability relative to P-12 schools were also assessed by inquiring of the methods faculty whether they believed that the SCDE had a sustained, working relationship with a school district or districts having large numbers of students who live in conditions associated with poverty. Almost seven in 10 (69.9%) of the faculty respondents indicated that this was the situation. This figure is somewhat less than the percentage of deans or heads (80.2%) who responded that they had such a sustained investment in such schools.

A corollary question asked about the extent to which the methods faculty believed that they and their colleagues were generally able to assist these particular schools. The methods faculty were quite equivocable here. While they typically reported a working relationship,only a little more than one in five (22.5%) reported that they were able to help schools enrolling a large number of youngsters in poverty a good or great deal. Almost half of the respondents (47.5%) reported rather that they were moderately helpful and another four in 10 respondents (38.9%) indicated they were basically of very

little or no assistance. Again, when these responses were compared to those of unit heads, the unit heads were considerably more positive than their faculty counterparts; almost half of them (47.1%) reported that collectively their SCDE is able to assist schools in areas of poverty a good or great amount. These differences in perceptions could again be partially attributable to the deans or heads having a broader vision of activities generated within the SCDE and designed to assist these schools. In summary, it appears that most SCDEs are committed to working with schools where the challenges are the greatest and, from the vantage point of the unit head, in about half of these institutions they are making substantial contributions.

Support for School-related Activities

Table 7 reports methods faculty perceptions of the dean's or education head's ability to support a variety of school-based activities.

Table 7
Faculty Perceptions of SCDE Head's Ability to Support School-focused Initiatives

	Very Little or A Modest Amount	A Good Amount	A Great Amount
Working with schools to attract a higher quality and more culturally diverse population of prospective teachers	68.5	24.3	7.2
Improving the instructional practices of your teacher education faculty by engagement in P-12 schools	62.2	27.3	10.5
Contributing to the reform of P-12 schools	66.6	26.7	6.7
Engaging in school-focused, practice-oriented research and development	75.3	18.0	6.7
Developing more school-based programs of teacher preparation	59.2	28.4	12.3

Source: AACTE, RATE VII Methods Faculty Survey, 1993.

This table clearly shows the prevailing perceptions of lack of support for such activity in the way of time, money, and materials. The substantial majority of faculty respondents reported little or modest support for each of these activities. Support most commonly was reported for developing school-based programs of teacher preparation, but this was the situation in only four of 10 institutions.

The heads or deans acknowledged the limited resources they had to offer for such functions. It appears that support varies considerably across institutions and in only about a third of the instances did the heads report they consistently provided a good or great amount of support for P-12 school-related endeavors. The specific school-related activities examined in terms of the support provided included:

a. working with schools to attract a higher quality and more culturally diverse population of prospective teachers,

b. improving the instructional practices of teacher education faculty by engagement in elementary or secondary schools,

c. contributing to the reform of elementary and secondary schools,

d. engaging in school-focused, practice-oriented research and development, and

e. developing more school-based programs of teacher preparation.

The percentage of deans or heads reporting that they provided, or were able to provide, a good or great deal of support for school-related activities ranged from a low of 20% relative to the recruitment of prospective teachers to a high of only 36% relative to providing time, money, or other resources for school-based programs of preservice preparation. Overall about a third of the unit heads reported that they provided very limited support and another third of them but modest resources for their faculty in these various school-focused endeavors.

Faculty responses were similar in terms of how they viewed the level of support with the pattern of variability across each item similar to that of the heads of education. Methods faculty were slightly more positive than the unit heads, in terms of support they perceived for recruitment of prospective teachers, their own development in P-12 schools, and collaborative research and development. They were slightly less positive in the two remaining categories. Fundamentally, however, they concurred that support for faculty to work in P-12 schools generally was simply not what it should be.

The methods faculty were also asked whether they believed they would benefit from professional development activities designed to enable their own and their colleagues' endeavors in P-12 schools. In response to this item, over half of the respondents (51.7%) indicated that a good or great deal of professional development would be in order, with another third indicating that a moderate amount would be helpful.

In a related professional development query, the methods faculty were asked whether they would seek advanced certification from the National Board for Professional Teaching Standards (NBPTS) signifying that they were accomplished teachers. Preparing for advanced certification entails considerable professional development. There was little support for this concept. Less than one in five (18.4%) methods faculty supported becoming eligible for and being part of this procedure; approximately one in three (30%) opposed the idea; another fourth of the sample reported they were unsure and the remaining fourth indicated that they were not familiar with the concept of board certification. This last response suggested that a fair number of education faculty were uninformed about a major standards setting, professional development, and assessment activity in this country.

Finally, one indicator of the challenges faced by SCDE faculty in their school-based endeavors and the support they might need to perform effectively was the degree of agreement that existed between them and those they worked with in P-12 schools about core concepts; namely, the nature of learning, teaching, schooling, and how teachers best learn. While the slight majority of faculty respondents in each instance (learning, 53.2%; teaching, 51.7%, schooling, 59.8%, and teacher education, 51.7%) indicated a good or great deal of agreement with those in schools, obviously a very substantial minority reported less concurrence. Thus, these data also suggested the need for more sustained interaction, dialogue, and collaborative professional development between SCDE faculty and school personnel.

THE EDUCATION HEADS

Description of the Sample

Ninety-one heads of schools, colleges, and departments of education (SCDEs) responded to the 1993 RATE survey concerned primarily with relationships with P-12 schools. Almost half of this random sample of chief institutional representatives (47%) were female. The great majority of education heads were Caucasian (86%), with one in seven from an underrepresented population (African American, Asian American, or American Native). The average age of these administrators, consistent with past samples, was 53 years and four of five of them were married. They were collectively a relatively experienced group of administrators having been in their present position between six and seven years. There was, however, a considerable range of experience with 11 persons reporting over 20 years of experience on the one hand, and a fourth of the sample, on the other, indicating that they were only in their first or second year in this role. Hence, it would appear that annually there is considerable turnover in these key positions.

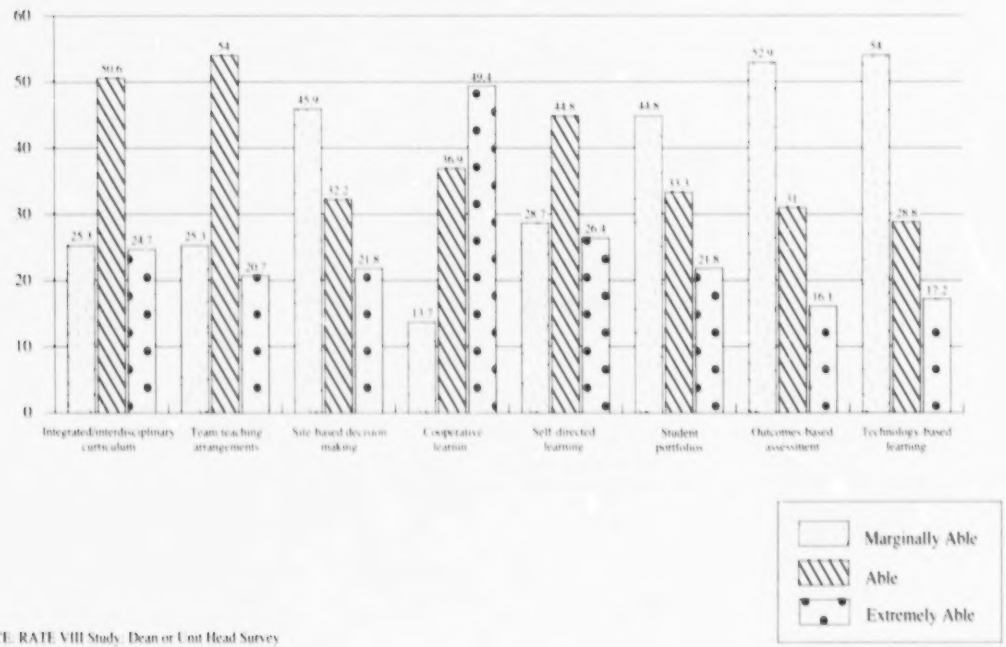
Perceptions of SCDE Contributions to Reform in P-12 Schools

The heads of the SCDEs were asked to rate how well their institution's teacher preparation programs address core school reform, and restructuring concepts. The aggregate responses are portrayed in Figure 4.

As can be seen, most SCDE heads have confidence in their teacher preparation programs relative to endeavors associated with school reform, with the considerable majority, in most instances, reporting that their programs were able or very able to address these topics. For example, three-fourths of the education heads, or more, indicated that their programs were able or very able to address interdisciplinary curriculum, team teaching arrangements, and self-directed and cooperative learning arrangements. However, it should be noted that almost half of the respondents indicated that they are but marginally or moderately able to assist in terms of site-based decision making and pupil portfolios as a form of assessment. When it came to outcomes-based assessment, a common lever for reform at this time, and the use of contemporary technologies to enable pupil learning, less than a majority of the respondents reported that their preparation programs were able to address these topics. Thus, while generally positive, there was variability and unevenness within and across programs and there were particular concerns relative to assessment and contemporary communications technology. These problems were really no surprise as they had been documented in other teacher education studies (Goodlad, 1990) and prior RATE studies (1991).

FIGURE 4

Head of Unit Perceptions' of SCDE's Ability to Address P-12 School Reform Priorities



SOURCE: RATE VIII Study: Dean or Unit Head Survey

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Education heads were also quite variable in their responses relative to the extent that P-12 schools in their regions had sought assistance from their SCDE in reform initiatives. About one in five (17.2%) reported little assistance had been sought, slightly more than another third (35.6%) reported a moderate number of requests, and finally about half (47.1%) indicated that their SCDE was solicited a good or great amount by P-12 schools. Obviously, town/gown relationships vary and this was reflected in the extent to which schools sought assistance from various SCDEs.

How did education heads view the ability of their faculty to assist with P-12 school reform? The responses here ran parallel to the requests for assistance: about one in eight (12.6%) reported only a little contribution to school reform, four in 10 (40.2%) reported moderate contributions, and almost half (47.1%) indicated a good or great deal of assistance to school reform by their faculty. Thus, while there was considerable unevenness across institutions, from the vantage point of almost half of the deans or heads, SCDEs do make considerable contributions to P-12 school reform. Assessment of this condition brings to mind the differences in orientation as to whether the glass is half empty or half full. Given the prevailing perception that SCDEs contribute little to P-12 school reform, these data suggest the more positive interpretation.

A pattern in some urban areas was to align the schools more closely with a variety of other physical and mental health, family, legal and social services. Education heads were asked the extent to which these various agencies and the forms of services they provided were addressed in their teacher education programs. Based on their responses, in the great majorityof instances these services to youth and family were not well addressed in programs of preservice preparation. In each instance the majority of the education heads reported that these resources and the services they provide were addressed but marginally or moderately in their teacher preparation programs. The range was from slightly over half of the sample (52.8%) who indicated early childhood interventions were moderately addressed to 85% of the sample who reported that understandings about health and nutritional services were not addressed adequately.

Education heads were asked about the willingness of P-12 schools in their region to cooperate with them in their preservice programs as opposed to five years ago. Despite budgetary problems in many schools, almost seven in 10 heads (69.8%) reported that P-12 schools were more willing to cooperate at this time, with basically the remainder (27.4%) of the sample indicating that there had been no change in this regard. Heads, from their particular vantage point, were somewhat more positive than their methods faculty but the faculty were also positive (48% more willing, 40% no difference).

Table 8 reports the perceptions of heads of education regarding specific contributions by P-12 school personnel to their institution's teacher preparation endeavors.

Table 8
Head of Unit Perceptions of P-12 School Personnel's Contributions to Teacher Preparation

	A Modest Amount	A Good Amount	A Great Amount
Recruitment of prospective teachers	75.5%	26.4%	16.1%
Early field experiences	2.3	23.0	74.7
Supervision of student teaching	1.2	24.4	74.4
Program design/ curriculum development	55.4	37.9	4.6
Instruction or pre-service students in courses	66.6	27.6	5.7
Research	82.7	17.2	0.0
Proposal development	85.1	14.9	0.0

Source: AACTE, RATE VIII SCDE Unit Head Survey, 1993.

As can be seen, the responses were variable. It appeared that there was little, if any, contribution by P-12 school personnel in most institutions to proposal development (85.1%), joint research (82.7%), and instruction for preservice teachers (66.6%). School support in terms of program design, curriculum development, and recruitment of prospective teachers was mixed but with good support reported in slightly less than half of the institutions. Support from P-12 personnel remained vested primarily in the traditional responsibilities of supervising student teaching and early field experiences.

NCATE Standard II.C

Three questions were included in the survey from the NCATE Standard II.C concerned with relationships with schools and the three criteria for compliance behind this standard. These criteria have to do with the degree to which: (1) positive working relationships have been established to improve the quality of education in elementary and secondary schools, (2) P-12 school personnel are engaged with SCDEs in cooperatively designed research projects, and (3) education faculty are regularly

involved in elementary and secondary schools. Seven in 10 (71.4%) deans and unit heads indeed reported that positive working relationships have been established to a good or great extent. Two-thirds (65.5%) indicated that their faculty were regularly in the schools and another fourth (24.1%) reported that this occurs somewhat often. However, only one in five (20.7%) similarly reported that cooperative research commonly occurs.

The methods faculty also responded to these three items. From their individual vantage points they were not as positive as the deans or heads of the SCDEs. A little less than six in 10 of the methods professors (57.2%) reported that positive working relationships have been established. A little less than four in 10 (38.5%) reported that involvement by the faculty collectively in schools could be characterized as a good or great amount. Finally, less than one in five (18.6%) indicated that school personnel were involved in cooperativelydesigned research a good or great amount. The discrepancy relative to the amount of time spent in school could well be explained by the difference in vantage point with the SCDE heads aware of a broader range of faculty initiatives. On the other hand, faculty would seem to be in a better position over time to comment on the quality of those working relationships and their more restrained ratings seem more likely the situation from the vantage point of those of us on the RATE team working over long periods of time in schools.

Central Administration Support for School-Related Activities

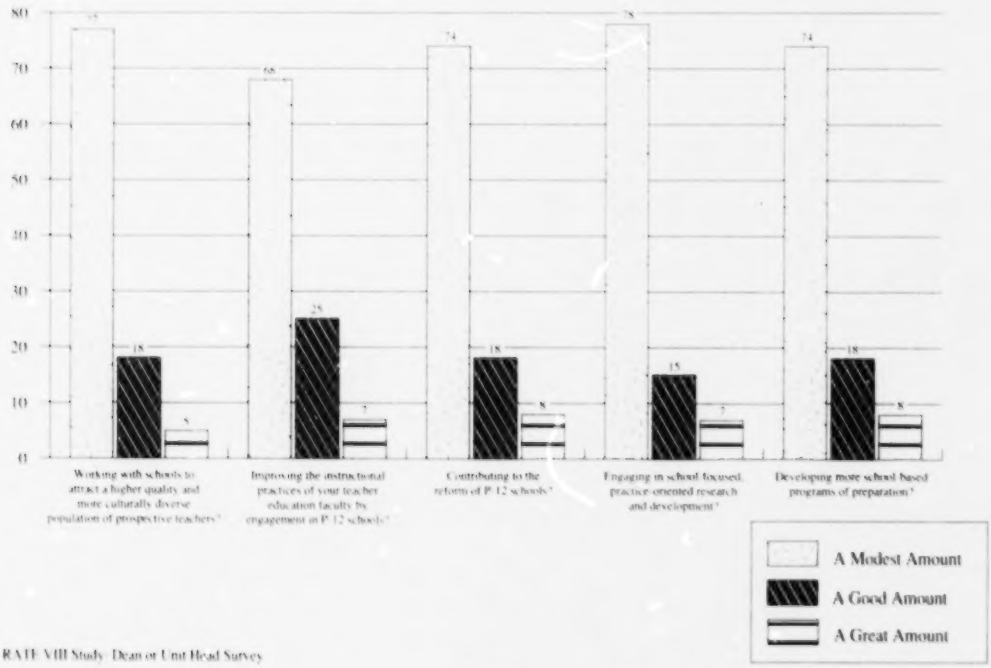
The unit heads were asked about the extent to which those in leadership positions in the central administration of their universities or colleges were able or willing to support faculty in school-related activities. The responses here, as can be seen in Figure 5, were consistent with the limited level of support that the deans and heads of SCDEs indicated they can provide.

In each of the five categories, approximately three-fourths of the respondents reported but modest support, with the exception of faculty development (67.8%). Only about a fourth of the sample reported good support for school-related activities. Thus, in most situations assistance from central administration was not forthcoming for SCDEs to conduct a range of activities in P-12 schools.

The education heads were also queried as to the extent that they believed additional professional development activities were needed to enable their faculty to work effectivelywith P-12 schools. Over two-thirds of the heads (68.6%) reported that a good or great deal of additional professional development was in order. Only about one in eight (12.6%) believed that only a little or no professional development was needed. The methods faculty, as reported earlier, were asked the same question. They did not, in the same numbers, report such a need. Nonetheless, the majority (51.7%) of methods faculty reported that a good or great deal of professional development was in order and another one-third (33.5%) saw the need for at least a moderate amount of professional development in order for them to work effectively with those in elementary and secondary schools.

FIGURE 5

Head of Unit Perceptions' of Central Administration Support for P-12 School Initiatives



SOURCE: RATE VIII Study: Dean or Unit Head Survey

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Personal Involvement of Unit Heads in P-12 Schools

Education heads were asked about the extent to which those in P-12 schools sought their personal assistance in school improvement activities. Almost four in 10 (39.2%) reported that they are solicited a good or great amount and almost that many (37.9%) a moderate amount. When asked if they were regularly engaged with P-12 schools in their administrative roles, almost four in five (78.6%) responded that they were engaged on a regular basis. There was a great range of activities and variability in the time devoted to school-based activities by education heads but on the average they reported between 11 and 12 hours a month in P-12 schools. The primary P-12 school activities that heads engaged in included maintaining good relationships, planning and negotiating cooperative projects, and visiting school-based projects.

The deans or heads were also asked if they were involved on a regular basis at a specific school site such as a designated partnership or professional development school (PDS). Exactly half of the respondents indicated that they were involved on a regular basis in such a designated school; a surprisingly high percentage. PDSs, or similarly named schools, however, represent a growing trend and it may be that many deans saw their first-hand involvement in such schools as central to their leadership in the reform of teacher preparation.

The unit heads, given their involvement in P-12 schools, were asked to rate how difficult it would be to teach today on the grade level/subject in which they last taught full time. Almost four in five (77.0%) responded that teaching today would be either more or much more difficult, similar to the faculty responses.

In a similar vein, the heads were polled as to the degree of congruence in beliefs between those in their SCDEs and those in P-12 schools. Beliefs about the nature of learning, teaching, a good school, and how teachers best learn were assessed. Between two-thirds and three-fourths of the education heads reported considerable agreement in these regards (learning, 68.1%; teaching, 74.4%; schooling, 79.4%; and the nature of teacher preparation, 66.3%). Only a very small percentage of deans and heads reported disagreement in terms of their beliefs about these core endeavors with the colleagues in elementary and secondary schools. Recall that methods faculty are somewhat less convinced about how similarly professionals in these two cultures view these commonplace endeavors. Slightly over half of the faculty in each instance reported a good or great deal of agreement (learning, 53.2%; teaching, 57.1%; schooling, 59.8%; and teacher education, 51.7%) with fairly sizable percentages, ranging from 36 to 42%, viewing agreement as more problematic. Again, many education heads might not have had the sustained working relationships that some faculty members have had in working with groups of P-12 school personnel and hence they might have assumed more correspondence than actually existed.

Progress in Teacher Education Reform

In the final section of this paper, unit heads' perceptions are reported regarding the extent of progress made over the last five years in their institutions along dimensions of teacher education reform. Table 9 below illustrates the range of responses obtained.

Table 9
Head of SCDEs Perceptions of Progress in Teacher Preparation Over Five Years

	Marginal or Moderate Progress	Good Progress	Excellent Progress
Program framework	18.9%	93.5%	37.6%
Thematic articulation	33.5	42.9	27.6
Cohort structures	57..1	28.6	14.3
On-site laboratories	58.2	25.0	16.8
Student portfolios	64.7	23.5	11.8
Core curriculum	34.9	49.4	15.7
Faculty cooperation	18.8	50.6	30.6
Systematic evaluation design	72.4	20.2	8.4

Source: AACTE, RATE VIII Unit Head Survey, 1993.

As Table 9 shows, from the vantage point of these education leaders, progress was occurring on most fronts but it was uneven within and across institutions. The most progress appears to have been made relative to faculty cooperation in program design and assessment and especially agreement on a conceptual framework to guide these program design activities (81.2% good or excellent progress). Relatedly, another two-thirds of the heads reported good or excellent progress on the development of a core curriculum, undergirded by scientific study and cutting across individual programs of teacher preparation. The development of a core curriculum has long been a problem in many SCDEs and this would suggest surprising progress. The development of clear themes manifested throughout programs showed similar responses. Only moderate or marginal progress appears to have occurred, however, relative to preservice student cohort arrangements, on-site pedagogical laboratories, and the development of preservice student portfolios. The latter was especially telling as only about

one in four deans (28.5%) reported good progress relative to the achievement of a systematic design for research and evaluation of their preservice programs, of which student portfolios could be one aspect of such a design.

INSTITUTIONAL ARRANGEMENTS TO ENABLE COLLABORATION

This section of the report examines organizational features that contribute to defining relationships between SCDEs and the world of practice. The impetus for strengthening SCDErelationships comes from several sources to counter the heavy on-campus loads assumed by teacher educators in many smaller institutions and the disposition for on-campus scholarship in many research-oriented institutions. In the latter instances, borrowing heavily on the traditions of the liberal arts and sciences, SCDEs have instituted a system of promotion and tenure that rewards research over working in the world of practice. A major impetus to counter these conditions in many states over the last two decades was legislated changes specifying the number of clock hours preservice teachers have to spend in schools and classrooms prior to student teaching. Thus more time in schools for prospective teachers, if not for professors, has been mandated. Further, the Holmes Group (1990) and the almost 100 institutions in this group advanced professional development schools as a major vehicle for promoting stronger relationships between SCDEs and the world of practice. The Renaissance Group's principles (1989) echoed the same mission. Goodlad and his associates (1990a, 1990b) have also called for the simultaneous renewal of schools and teacher education programs through symbiotic practices. Finally, of course, NCATE standards require institutions seeking voluntary national accreditation to demonstrate a strong and sustained relationship with the world of practice. Given these forces, what structures have been put into place to link SCDEs and P-12 schools?

Method

For most of the items reported in this section of the report the data were taken from an Institutional Questionnaire completed by the institutional research representatives assisting the RATE Project. These institutional representatives (IRs) were prepared to collect certain types of data at a training session at the 1993 AACTE Annual Meeting. For other items reported in this section, the respondent was the head of the SCDE.

Incentives to Teachers

Critical to sustaining these new university/school relationships are the types of incentives provided and shared responsibilities undertaken. The institutional researchers were asked a series of questions about what they believed contributed to initiating collaborative relationships and maintaining institutional relationships. Over 60% (61.9%) of the institutional respondents reported that their institutions had P-12 teachers with a formal appointment with the SCDE (appointments embracing responsibilities beyond that of a cooperating teacher for student teaching). The number of P-12 faculty with such formal appointments averaged about three per SCDE. Forty-two percent (42%) of the

institutions reported that the teachers were assigned these roles on the basis of a contract or umbrella agreement with a school district, suggesting a more formal structure than some might expect.

The incentives for working in this capacity are important. SCDEs in the sample offer a wide variety of benefits and incentives. As Table 10 indicates, the incentives to teachers to assume these roles remain generally in the relatively inexpensive areas of library privileges, offering a special title such as clinical professor, and parking privileges. It also appears from these data that office space was offered to clinical faculty by a significant number of institutions and that about one-third of the SCDEs employed these teachers with full release time from their P-12 teaching. This typically occurred on a short-term, one- to three-year basis.

Table 10
Incentives Offered to P-12 Teachers Who Have a Formal Appointment with the SCDE
(Percentage by SCDE)

Incentive	Percentage of SCDEs
Partial release time from their teaching	20
Full release time from their teaching	28
Special courses offered only for them	8
Tuition waivers	12
Special title in the college/university	60
Parking privileges	56
Library privileges	76
Office space on campus	48
Athletic ticket eligibility per regular faculty	28

Source: AACTE, RATE VIII Institutional Questionnaire, 1993.

In addition to incentives or reimbursements to the teachers assuming these new roles, there were also reimbursements offered to the district or the school from which the teachers came. In this instance, 29% of the instructional researchers (IRs) reported that they reimbursed the school district for the teachers' time devoted to the SCDE. Two-thirds of them indicated that they paid a dollar amount equal to the actual percentage of time the teacher devoted to the SCDE and the remainder reported that they paid these teachers an honorarium independent of their salaries for their services to the SCDE, and that figure averaged about $1,300. As a point of comparison, those teachers who affiliated with an SCDE as the cooperating teacher of a studentteacher were remunerated at the average rate of about $95 in the institutions sampled for this year's RATE study.

Partner and Professional Development Schools

Perhaps the most visible relationships many SCDEs have with the world of practice are conducted in specific schools referred to as partner schools or professional development schools. The number of institutions that attempted to improve their relationships with P-12 schools in this particular way approached one half (46%) according to the institutional researchers. Forty institutions reported that they have specially designated schools with which they work on a sustained basis for both preservice teacher education and ongoing P-12 school renewal and continuing professional development, whether these be professional development schools or partner schools. For the sake of consistency, the term partner schools is employed throughout this section of the report. Of the 40 institutions that reported having such relationships, the average number of partner schools per SCDE was five.

The attributes of partner school relationships are found in Table 11, with the percentage of institutional researchers responding as to whether their partner schools possess this attribute.

Table 11
Attributes of Partner School Relationships

Attribute	Percentage of SCDEs
Budget allocation from SCDE to the school	24.3
Special budget allocation from the state to the school	24.3
A special governing body	45.9
One or more faculty members from SCDE assigned to the school on a regular basis	75.7
Teachers from the school with release time to work with preservice students	35.1
Multiple preservice students assigned to this school	94.6
At least one joint research and/or development effort	81.1

Source: AACTE, RATE VIII Institutional Questionnaire, 1993.

From these data, it appears that partner schools are achieving a new set of goals. They are being used for preservice teacher education, but they are also being used for joint research and development activities. Further, SCDEs are assigning more faculty to work on-site at these schools. These data suggest an encouraging amount of activity. SCDEs are devoting money to support the relationship, and teachers are being released from their teaching responsibilities for work with the SCDE. Almost one-

half of the SCDEs had established a partner school to enable preservice teacher education, placed at least one faculty member on-site, and had begun formal joint research and development activities.

The role and purpose of partner schools has been characterized as a strategy in which there is a ratcheting up of both the school and the SCDE. That is, there is strength gained by both organizations and their members when schools and SCDEs collaborate on school renewal and the improvement of teacher education programs. As has been demonstrated in previous RATE surveys, including RATE VII (1994), there are a host of problems to be overcome in these collaborative relationships and richer and deeper analyses are needed of the SCDE faculty, the SCDE environment, the P-12 faculty and their schools as the emerging relationships between the two parties.

The institutional researchers were asked about other relationships the SCDE has with P-12 schools. For example, 7.5% of the respondents reported cooperation in magnet high schools where future teachers (secondary students) could enroll. Another 20% of the IRs reported jointly sponsoring a principal's academy and 10% reported collaborative engagement in a superintendent's academy.

IRs were asked about the linkages the SCDEs have established with other social agencies. Table 12 displays the percentage of SCDEs that have developed some level of working relationship with these types of agencies.

Table 12
Percentage of SCDEs that Have Working Agreements with Selected Social Agencies

Type of Agency	Percentage of SCDEs
Health and nutritional services; e.g., AFDC	39.3
Mental health services; e.g., family counseling	32.1
Early childhood intervention services; e.g., Head Start	57.1
Parent education services; e.g., prenatal; neonatal	32.1
Substance abuse services; e.g., AA	32.1
Youth services; e.g., child abuse; legal aid	39.3

Source: AACTE, RATE VIII Institutional Questionnaire, 1993.

These data suggest that a substantial minority of SCDEs were pursuing some integrated human services approaches to treating the needs of youth, especially in major urban areas. For example, almost three out of five SCDEs had established a relationship with Head Start programs and almost two out of five had formal linkages to health and youth services.

Unit Heads' Perceptions of NCATE

NCATE emphasizes relationships with P-12 schools and the heads of the SCDEs were asked their opinions of voluntary national accreditation generally and NCATE specifically. Table 13 first displays data by institutional strata, which indicate a high degree of support across strata for voluntary national accreditation with support more moderate at the baccalaureate institutions.

Table 13
Unit Heads' Opinions on Voluntary National Accreditation

Stratum	Not at All Supportive	Somewhat Supportive	Moderately Supportive	A Good Deal	A Great Deal
Baccalaureate	0.0%	7.7%	30.8%	23.1%	38.5%
Masters	4.3	6.4	19.2	23.4	46.8
Doctorate	4.2	4.2	12.5	25.0	54.2
Total	3.6	6.0	19.1	23.8	47.6

Source: AACTE, RATE VIII Unit Head Questionnaire, 1993.

The SCDE heads were also asked the degree to which they support mandatory national accreditation. These data are displayed in Table 14.

Table 14
Unit Heads' Opinions on Mandatory National Accreditation

Stratum	Not at All Supportive	Somewhat Supportive	Moderately Supportive	A Good Deal	A Great Deal
Baccalaureate	46.15%	7.69%	30.77%	7.69%	7.69%
Masters	38.30	10.64	19.15	14.89	17.02
Doctorate	24.00	16.00	20.00	20.00	20.00
Total	35.29	11.76	21.18	15.29	16.47

Source: AACTE, RATE VIII Unit Head Questionnaire, 1993.

The responses to these data indicated a clear disinterest in having a set of mandatory national standards by which all institutions would be evaluated. While voluntary accreditation seemed acceptable, almost one-half of the unit heads who responded were opposed to it being mandatory.

Finally, a third item examined SCDE heads' opinions concerning their support of the present (1993) NCATE standards. Table 15 displays their opinions.

Table 15
Unit Heads' Opinion on Current NCATE Standards

Stratum	Not at All Supportive	Somewhat Supportive	Moderately Supportive	A Good Deal	A Great Deal
Baccalaureate	7.7%	23.1%	23.1%	30.8%	15.4%
Masters	6.4	12.8	14.9	36.2	29.8
Doctorate	0.0	20.0	12.0	28.0	40.0
Total	4.7	16.5	15.3	32.9	30.6

Source: AACTE, RATE VIII Unit Head Questionnaire, 1993.

Over 63% of the SCDE heads in this sample were supportive of the current NCATE standards but there were differences by institution type (strata). Whereas 68% of the unit heads in the larger doctoral institutions and 66% of those in the large comprehensive institutions endorsed the current NCATE standards, less than one-half of the unit heads in the baccalaureate institutions are supportive of the standards.

Finally, the unit heads were asked whether they supported present NCATE procedures for determining whether the standards are met. The data in Table 16 suggested but moderate support for the current NCATE procedures with differences again across institutional strata.

Table 16
Unit Heads' Opinions of Current NCATE Procedures

Stratum	Not at All Supportive	Somewhat Supportive	Moderately Supportive	A Good Deal	A Great Deal
Baccalaureate	23.1%	15.4%	15.4%	38.5%	7.7%
Masters	14.9	21.3	31.9	19.2	12.8
Doctorate	12.0	20.0	8.0	40.0	20.0
Total	15.3	20.0	22.4	28.2	14.1

Source: AACTE, RATE VIII Unit Head Questionnaire, 1993.

There was mixed support, at best, for the current NCATE procedures for determining whether their standards are met. Overall only about four in 10 respondents indicated a good or great deal of support for these procedures with even less support in Stratum I and II institutions. Perhaps one of the primary reasons that less than one-half of the institutions that prepare teachers seek NCATE accreditation is a perceived lack of clarity or perception of helpfulness regarding the procedures to be followed in order to gain accreditation.

In reviewing the responses to these questions, unit heads, who are responsible for conducting the accreditation activities on campus, were generally supportive of voluntary national accreditation, not supportive of mandatory national accreditation, generally supportive of the current NCATE standards, but with tepid support for current NCATE procedures for determining whether standards are met.

SUMMARY

This report of the eighth annual RATE study concludes with a review, as in prior years, of some of the major findings from that study. RATE VIII was concerned primarily with SCDE relationships with the world of practice and some of the positive inroads as well as major problems to be addressed are noted in the summary. Also, some of the more pertinent questions that these data raise are briefly noted in closing.

Positive Inroads in Working with P-12 Schools

First, we find that among the methods faculty members who were polled, four in five reported that they engage in a variety of tasks on a regular basis in P-12 schools. These percentages stand in contrast to the 25%, or one in four faculty members, who report that they are solicited by those in schools. Thus, one could infer from these data that there is considerable initiative taken in SCDEs, by methods faculty at least, to pursue relationships with those in P-12 schools. Across all types of institutions methods faculty reported that they average almost a day a week in schools. Although it should be noted that there is major variability in the amount of time generally in schools and with regard to function by institutional type. Faculty in the research-oriented institutions understandably focussed more on research and development in their school-based endeavors. Faculty across all strata report sustaining attention to schools where the challenges are the greatest, i.e., urban and rural contexts where large numbers of youngsters live in conditions of poverty.

Methods faculty reported that they are generally knowledgeable about staples of P-12 school reform and restructuring efforts. They indicated, for example, they are able to assist both beginning and experienced teachers with such topics as integrated curriculum, team teaching, and cooperative learning, as well as the use of pupil portfolios to aid instruction and enable assessment.

Those educators in P-12 schools appear quite willing to cooperate with the SCDEs in any number of cooperative ventures. Almost half of the methods faculty reported that there is more willingness for P-12 educators to cooperate than five years ago (or the amount of time they were in their present position) and the remainder indicate that they are as willing as ever to work on mutual projects. Deans or heads of SCDEs, who often negotiate institutional arrangements with schools, were even more enthusiastic relative to the willingness of P-12 school personnel to cooperate as about 70% of the deans reported an increase in willingness to engage in joint ventures.

The views of deans or heads should carry some credence as almost four in five of them (79%) indicated that they are involved in schools on a regular basis. In fact, half of the administrators in the sample responded that they are engaged on a regular basis in one or more partner or professional

development schools. It seems that many deans or heads are assuming a visible instructional leadership role in this regard. The move to a sustained structural relationship with selected schools wherein faculty have specific assignments is a major departure from prior practice in many institutions and it appears that many deans have taken personal initiative to support this direction.

Wherein most faculty do not see a marked increase overall in demands on their time, a sizeable minority, about a third, do. Most faculty, however, do report an increase in theircommitment of time to preservice program design and especially as this activity intersects with P-12 schools. One in five of the methods faculty report that they are engaged regularly in a professional development or partnership school.

While questions have been raised about the rewards for faculty involvement in school-based activity, two factors should be noted. First, almost 90% of this sample of methods faculty have already been promoted to the rank of at least associate professor. Second, in terms of the question of what research and development counts, naturistic, field-based studies often cooperative in nature are increasingly found in the educational research literature and these types of endeavors are also increasingly supported by the federal government.

Finally, while both deans and faculty members acknowledged that they have not taught in a P-12 classroom on a regular basis for some considerable time (on the average 15 years), and they see the ability to teach well as considerably more challenging today than when they last taught, they nonetheless report that they are not only confident (25%) but very confident (60%) that they could teach effectively in a P-12 classroom today.

Challenges to Effective Collaboration

From the vantage point of both deans and methods faculty, there are increased efforts generally in their institutions to work more extensively and effectively with educators in the P-12 sector, as well as with others with an interest in improving the quality of education and teacher education. Nonetheless, the RATE VIII data clearly reveal challenges to be addressed. For starters, there is an acknowledged lack of resources to support initiatives in P-12 schools both at the institutional level and at the SCDE level.

While methods faculty generally indicated that they spend a fair amount of time in schools, it has been a very considerable time since they taught full time in an elementary, middle, or secondary school classroom. The mean years of experience in higher education teacher education is about fifteen years and, not surprisingly, it is about that amount of time since they taught on any sustained basis in a P-12 school. Surely, this suggests a problem of some proportion.

Only a small percentage (18%) of methods faculty believed that they should stand for advanced certification signifying accomplished practice as a teacher. In fact, almost a quarter of the sample indicated that they were unaware that National Board certification is now an option for experienced teachers. The implications for higher education in helping prepare experienced teachers for certification and assisting in the assessment of accomplished teachers appears not to have been considered by most respondents in this study. Beyond this, the ramifications of experienced P-12 teachers undergoing further public assessment of their practice without some attention to the improvement and assessment of instructional practice in the higher education/teacher education sector has not been widely considered. There appears little evidence of such dialogue and discussion on these matters given the responses in RATE VIII.

The amount of time that many methods faculty spend in P-12 schools appears to have increased, but largely in terms of traditional functions: supervising student teachers and providing school-based forms of professional development. Joint research, or for that matterindividual research in schools, assistance with school restructuring and reform initiatives, and the pursuit of one's own professional growth as a faculty member remain relatively uncommon activities in P-12 schools for these methods professors.

One in five methods professors report that they spend time on a regular basis in a specially designed professional development or partnership school. However, a telling indicator of their enculturation in these schools is that only one in 10 of those working in these schools indicate that they are assigned a desk in that school or that they teach P-12 youngsters on any type of a sustained basis; that is but 2% of the total sample.

The methods faculty responses to the NCATE items are also telling. Less than six in 10 methods faculty responded that positive working relationships have generally been established by their SCDE with colleagues in P-12 schools and less than four in 10 indicated that the collective contributions of the SCDE, especially beyond those efforts of the methods faculty, could be characterized as good or great.

Incorporating multiple perspectives into a dialogue and reflecting thoughtful but respectful differences on positions are admirable activities. However, when communications are episodic and there are basic differences between large numbers of those in SCDEs and those in P-12 schools regarding the mission of schools and the nature of teaching, learning, and learning to teach, as these data reveal, then the potential for problems between the two parties is considerable.

Finally, while new consortia and confederations continue to evolve and professional development or partnership schools are a promising trend, it should be underscored that mostrelationships with P-12 schools still tend to be negotiated on an individual faculty basis. Sustained interinstitutional arrangements involving contractual language are not common. For example, only a small percentages

of P-12 personnel actually have some or all of their salaries paid by SCDEs; joint-appointments and short-term assignments tend to be negotiated on an ad hoc basis.

The RATE VIII study, as we hope has been demonstrated, attempted to point to strengths to build upon and extend as well as specific challenges that demand our collective attention. We conclude the eighth year of study with some of what we believe to be the more salient questions raised by the examination of SCDE relationships with the world of practice.

The endeavors of faculty in P-12 schools, while more substantial than many would acknowledge, nonetheless occur primarily on an individual, even an adhoc, basis. Even in institutional arrangements such as partnership or professional development schools, a single faculty member often serves as the link with those schools. The strength of these linkages in many cases would appear questionable given the limited number of faculty who even have office space in these settings. What might be done to aggregate a critical mass of SCDE faculty for specific periods of time and specific agendas in target partnership schools? The better coordination of resources is at least partially a function of academic leadership. Achieving greater reciprocity from P-12 schools in terms of contributions to SCDEs is also part of the formula for forging stronger relationships in many instances.

The RATE data reinforce, to a degree, the prevailing perception that toiling in the vineyards simply doesn't pay dividends in terms of salary and promotion for many SCDE faculty. What institutional policies and procedures might be implemented to counter this? For example, a reexamination of load policies is in order in many institutions. The scope of effort and forms of rigor attached to collaborative action science and other forms of inquiry focused on practice and the workplace also need to be better explicated, especially at the institutional level in tenure and promotion decisions. The nature and number of SCDE faculty assigned to a specially designated P-12 school for it to be characterized as a partner or professional development school warrants much more attention than it has received to this point in time.

While there is considerable ferment relative to collaboration and the simultaneous reform of teacher education and P-12 schools, the degree to which this activity focuses squarely on changing the nature of teaching and learning, especially teaching, and learning for prospective teachers, is suspect. Given limited resources, how might we better break the mold in teacher education in this regard? We suggest that one necessary tactic will be over time to reallocate personnel lines to new roles and responsibilities not typically assumed by the professoriate. These include directors of pedagogical laboratories or micro-teaching clinics; coordinators of case development; and managers of faculty portfolio centers. Persons in such positions will establish a course over time that faculty are unlikely to chart on their own. It also seems imperative that periodic structured opportunities for SCDE faculty to teach P-12 pupils is in order and that our collective attention should be turned to howexperienced teachers are going about documenting accomplished teaching for the National Board for Professional Teaching Standards.

Just as the better assimilation and enculturation of SCDE faculty into targeted P-12 schools is a major challenge, likewise is the assimilation of P-12 educators into the range of teacher preparation activities. How might selected P-12 personnel be more centrally incorporated and fully acknowledged in collaborative endeavors with SCDEs? As with the SCDE faculty in partnership schools at present, these P-12 educators also tend to be isolated individuals with but modest recompense for their efforts and nominal attention, if any, to their enculturation. A range of issues needs to be addressed here from title to entitlement and this is an agenda that can be addressed across institutions towards enabling more enlightened policy and practice.

Finally, where is the professional development in professional development schools? Myriad forms of personal/professional growth deeply embedded in the activities of the workplace for experienced teachers and for experienced faculty should be a priority as well as increased and better opportunities to learn for prospective teachers. Much more is known about the culture, climate and conditions to enable learning on the job than the attention that has been given to this: SCDEs are especially laggard in this regard.

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APPENDIX A

Participating Institutions in the RATE VII Study

University of Alabama
Tuscaloosa, Alabama

University of Arkansas
Pine Bluff, Arkansas

Augustana College
Sioux Falls, South Dakota

Austin Peay State University
Clarksville, Tennessee

Avila College
Kansas City, Missouri

Bellarmine College
Louisville, Kentucky

Bemidji State University
Bemidji, Minnesota

Berea College
Berea, Kentucky

Black Hills State University
Spearfish, South Dakota

Bradley University
Peoria, Illinois

Butler University
Indianapolis, Indiana

California State University
Fullerton, California

Cameron University
Lawton, Oklahoma

Central Michigan University
Mount Pleasant, Michigan

University of Charleston, West Virginia
Charleston, West Virginia

Colorado College
Colorado Springs, Colorado

Concordia College
St. Paul, Minnesota

Concordia College
Seward, Nebraska

North Dakota State University
Grand Forks, North Dakota

Davis and Elkins College
Elkins, West Virginia

Drake University
Des Moines, Iowa

Duquesne University
Pittsburgh, Pennsylvania

Edinboro University
Edinboro, Pennsylvania

Fontbonne College
St. Louis, Missouri

Fort Lewis College
Durango, Colorado

Fort Valley State College
Fort Valley, Georgia

Gannon University
Erie, Pennsylvania

Heidelberg College
Tiffin, Ohio

Kent State University
Kent, Ohio

Louisiana State University
Baton Rouge, Louisiana

Lenoir-Rhyne College
Hickory, North Carolina

Livington University
Livington, Alabama

James Madison University
Harrisonburg, Virginia

University of Maine
Orono, Maine

Marshall University
Maryville, Tennessee

University of Massachusetts
Amherst, Massachusetts

Memphis State University
Memphis, Tennessee

Michigan State University
East Lansing, Michigan

Millersville University
Millersville, Pennsylvania

Milligan College
Milligan College, Tennessee

University of Minnesota at Duluth
Duluth, Minnesota

Monmouth College
Monmouth, Illinois

University of Nebraska, Kearney
Kearney, Nebraska

University of Nebraska, Lincoln
Lincoln, Nebraska

University of Nebrska, Omaha
Omaha, Nebraska

University of Nevada, Las Vegas
Las Vegas, Nevada

Notre Dame College of Ohio
Cleveland, Ohio

Northwest Missouri State
Maryville, Missouri

Northwest Nazarene College
Nampa, Indiana

Northwestern State University
Evanston, Illinois

University of North Texas
Denton, Texas

Ohio University
Athens, Ohio

Ohio Dominican College
Columbus, Ohio

University of Oklahoma
Norman, Oklahoma

Oklahoma State University
Stillwater, Oklahoma

Oregon State University
Corvallis, Oregon

Pennsylvania State University
University Park, Pennsylvania

Prairie View A&M University
Prairie View, Texas

Purdue University, Calumet
Calumet, Indiana

Radford University
Radford, Virginia

Rhode Island College
Providence, Rhode Island

Rider College
Trenton, New Jersey

Rockhurst College
Kansas City, Missouri

St. Louis University
St. Louis, Missouri

College of St. Rose
Albany, New York

Seton Hall University
South Orange, New Jersey

Shawnee State University
Portsmouth, Ohio

Slippery Rock University
Slippery Rock, Pennsylvania

University of South Dakota
Vermillion, South Dakota

University of Southern Mississippi
Hattiesburg, Mississippi

Southwest Texas State University
San Marcos, Texas

Spelman College
Atlanta, Georgia

Teikyo Marycrest University
Davenport, Iowa

Tennessee Technological University
Cookesville, Tennessee

Texas A&M University
College Station, Texas

Texas Wesleyan University
Fort Worth, Texas

University of Vermont
Burlington, Vermont

University of Virginia
Charlottesville, Virginia

Wabash College
Crawfordsville, Indiana

Wake Forest University
Winston-Salem, North Carolina

Western Michigan University
Kalamazoo, Michigan

Westfield State College
Westfiled, Massachusetts

Wheaton College
Wheaton, Illinois

Whitworth College
Spokane, Washington

Wichita State University
Wichita, Kansas

Widener University
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APPENDIX B

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